

ANNIE BURNSIDE ELEMENTARY

7300 Patterson Rd.
Columbia, S. C. 29209

GRADES K-5 Elementary School

ENROLLMENT 229 Students

PRINCIPAL Dr. Felicia Butler 803-783-5530

SUPERINTENDENT Dr. Ronald L. Epps 803-231-7500

BOARD CHAIR Vince Ford 803-231-7556

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
4	14	67	48	3

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 11 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Good	N/A
2002	Below Average	Average	N/A
2003	Below Average	Unsatisfactory	No
2004	Average	Below Average	No

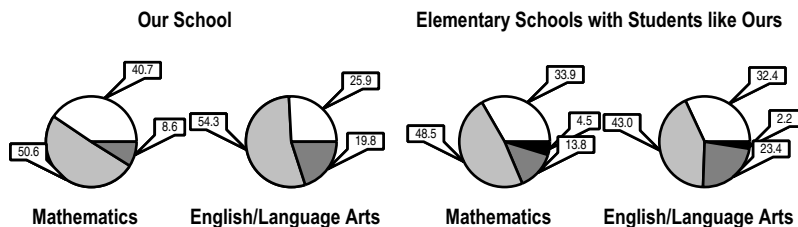
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

67.6%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	105	100.0	27.3	53.4	18.2	1.1	30.7	Yes	Yes
Gender									
Male	49	100.0	33.3	51.3	12.8	2.6	28.2		
Female	56	100.0	22.4	55.1	22.4	0.0	32.7		
Racial/Ethnic Group									
White	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African-American	99	100.0	29.3	53.7	15.9	1.2	28.0	Yes	Yes
Asian/Pacific Islanders	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	82	100.0	18.2	60.6	21.2	0.0	36.4		
Disabled	23	100.0	54.5	31.8	9.1	4.5	13.6	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	105	100.0	27.3	53.4	18.2	1.1	30.7		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	105	100.0	27.3	53.4	18.2	1.1	30.7		
Socio-Economic Status									
Subsidized meals	89	100.0	24.3	56.8	18.9	0.0	31.1	Yes	Yes
Full-pay meals	16	100.0	42.9	35.7	14.3	7.1	28.6		

Mathematics - State Performance Objective = 15.5%									
All Students	105	100.0	40.9	47.7	10.2	1.1	18.2	Yes	Yes
Gender									
Male	49	100.0	41.0	51.3	5.1	2.6	17.9		
Female	56	100.0	40.8	44.9	14.3	0.0	18.4		
Racial/Ethnic Group									
White	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African-American	99	100.0	43.9	45.1	9.8	1.2	14.6	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	82	100.0	37.9	53.0	9.1	0.0	18.2		
Disabled	23	100.0	50.0	31.8	13.6	4.5	18.2	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	105	100.0	40.9	47.7	10.2	1.1	18.2		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	105	100.0	40.9	47.7	10.2	1.1	18.2		
Socio-Economic Status									
Subsidized meals	89	100.0	40.5	48.6	10.8	0.0	14.9	No	Yes
Full-pay meals	16	100.0	42.9	42.9	7.1	7.1	35.7		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	33	100.0	32.0	36.0	32.0	N/A	32.0
	Grade 4	45	100.0	50.0	35.0	15.0	N/A	15.0
	Grade 5	38	97.4	58.6	34.5	6.9	N/A	6.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	25	100.0	18.2	45.5	36.4	N/A	36.4
	Grade 4	33	100.0	21.4	46.4	32.1	N/A	32.1
	Grade 5	47	100.0	35.6	64.4	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	33	100.0	40.0	52.0	8.0	N/A	8.0
	Grade 4	45	100.0	47.5	47.5	5.0	N/A	5.0
	Grade 5	38	100.0	51.7	41.4	6.9	N/A	6.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	25	100.0	40.9	59.1	N/A	N/A	N/A
	Grade 4	33	100.0	28.6	46.4	25.0	N/A	25.0
	Grade 5	47	100.0	48.9	48.9	2.2	N/A	2.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 229)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	3.4%	Down from 3.6%	3.6%	2.7%
Attendance rate	95.4%	Up from 94.1%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	1.9%		6.8%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	1.0%		5.3%	3.5%
Eligible for gifted and talented	7.6%	Up from 6.8%	5.4%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	7.7%	Down from 8.8%	8.0%	8.2%
Older than usual for grade	2.6%	Up from 0.9%	2.3%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.3%	Up from 0.9%	0.0%	0.0%

Teachers (n= 23)				
Teachers with advanced degrees	39.1%	Up from 37.5%	48.7%	51.4%
Continuing contract teachers	82.6%	Up from 79.2%	81.8%	87.5%
Highly qualified teachers**	94.7%	N/A	92.9%	95.0%
Teachers with emergency or provisional certificates	0.0%		3.2%	0.0%
Teachers returning from previous year	83.4%	Up from 79.6%	83.4%	86.7%
Teacher attendance rate	93.6%	Down from 94.1%	94.7%	94.9%
Average teacher salary	\$40,634	Down 0.3%	\$40,045	\$40,760
Prof. development days/teacher	14.2 days	Down from 18.4 days	13.8 days	12.4 days

School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	16.4 to 1	Down from 16.7 to 1	17.2 to 1	18.9 to 1
Prime instructional time	87.6%	Up from 86.6%	89.0%	90.0%
Dollars spent per pupil*	\$8,243	Down 5.4%	\$6,702	\$6,044
Percent of expenditures for teacher salaries*	66.5%	Down from 68.1%	64.0%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	92.5%	Up from 82.9%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	91.3%	92.0%
Highly qualified teachers in high poverty schools**	90.3%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The faculty, staff, students and parents of Burnside Elementary School experienced a year of challenges and successes during the 2004 school year.

We began the year with a PTO sponsored Welcome Back Rally to provide an informal atmosphere for teachers, parents, students, staff and administration to set the tone for a year of collaborative efforts. We jointly pledged to work as one big team to meet the needs of our students and community. Teachers recommitted to their promise to establish and maintain positive communication between home and school and parents signed and returned compacts to do the same. Once the year was underway, our new Parent Facilitator continued our outreach efforts via home visits, quarterly workshops, automated phone call reminders and special dinners and banquets.

In Grade level meetings and Standard and Practice meetings, teachers reviewed Success Maker Computer Lab reports and Bench Mark Tests results and brainstormed strategies to achieve greater student gains. Thirty five Students in third through fifth grade required Academic Plans. Teachers and parents met and jointly developed plans to address students' deficiencies. Teachers received training throughout the to acquire additional skills needed to help students perform at the proficient and advanced levels. We placed students names on the marque and bulletin boards and planned special luncheons to recognize and praise them for their hard work. We also issued Parent Report Cards to parents and ended the year with a Celebration Banquet to thank "Excellent and Good" parents for making learning a priority in their homes.

We warmly accepted the support of business partners, mentors and volunteers. The National Bank of South Carolina employees became mentors to twenty-one students and played a leadership role in our second annual PACT Pep Rally. Big Brother and Big Sister became mentors to two students. Members of Trinity Presbyterian Church embraced the idea of assisting our efforts to transform our enclosed courtyard into an inviting learning environment that includes a Koi pond, herbal garden, earth quilt, benches, and a variety of easily identified species of plant life. Volunteers donated one thousand two hundred eighty three hours of service to our school.

Despite our Unsatisfactory Improvement Rating on our 2003 Report Card from the State Department of Education, we proudly announce a significant increase in both ELA and Math scores at the third grade level and an impressive cohort comparison gain at the fourth grade level in ELA and Math. We close the 2004 school year being one of only six Richland District One schools to be recognized as a new Red Carpet School! We are indeed proud of our commitment to excellent customer service.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	23	38	21
Percent satisfied with learning environment	86.4%	94.6%	83.3%
Percent satisfied with social and physical environment	87.0%	86.5%	66.7%
Percent satisfied with home-school relations	36.4%	80.6%	70.0%

*Only students at the highest elementary school grade level at this school and their parents were included.